



3 February 2015

Mary Hipp, Director
Office of Educator Services
South Carolina Department of Education
8301 Parklane Road
Columbia, SC. 29223

Dear Ms. Hipp:

I write to endorse the enclosed application for the Bachelor of Science in Music Education here at Erskine College. Erskine enjoys a long history of excellent teaching, learning, and performance in music. The music education degree has been offered in the past, and it has served the institution and its graduates well. Current staffing and other recent initiatives at the College make this a good time to offer this program again.

Members of the music faculty have worked for many months to lay the groundwork for this application and the return of this program. This academic year (2014-15) the institution has supported an additional part-time hire expressly to research and prepare the application. The College is prepared to retain this same hire (eventually full-time) to reinstitute the program and join colleagues in the music and education departments to teach it. Early recruiting for the music education major indicates a desire and continuing market for it.

Erskine College is fully committed to supporting the music education program financially and otherwise. As the institution's chief academic officer, it is my pleasure to certify that commitment.

Sincerely,

N. Bradley Christie
Senior Vice President for Academic Affairs

cc: Dr. Paul Kooistra, President
Dr. Brad Parker, Chair, Department of Music

I. Cover Sheet

A. Erskine College

B. Title of Proposed Program: Music Education K-12

C. Date of Submission: February 12, 2015

D. Signature of CEO of institution: 
Dr. Paul D. Kooistra, President
Erskine College and Theological Seminary

E. Institutional Contacts-

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I. Program Overview

A. Classification

1. Name of Proposed Program: Music Education K-12
2. Academic unit involved: Music Department
3. Designation, type, and level of degree: Designation (Music Education), Type (First Teaching License), Level of Degree (Baccalaureate)
4. Proposed date of implementation: September 2015
5. Classification of Instructional Programs (CEP) code: Choral- 51 and Instrumental- 54
6. Identification of Program as new or modified: New

Note: For decades, Erskine College offered a B.S. Degree in Music Education (Choral and Instrumental). Due to faculty shifts and the need for a new music facility in the early 2000's, the degree ceased to be offered. The last degree was awarded in 2002. Now that the college has constructed a new state-of-the-art music facility and has hired a full-time assistant professor with a doctorate degree in music education and with 30 years of public school music teaching experience, they feel that a music education degree should once again be offered. When the SDE was contacted regarding the desire to re-start the program, the college was informed that the program would once again need to submit an application as a new program since the degree had not been offered for more than a decade.

7. Delivery mode: Traditional

B. Justification for the Program

1. The purpose of the Erskine College Music Teacher Education Program is to provide the pedagogical and musical foundations necessary to equip future educators with the essential tools needed to maximize musical skill development and understanding within the K-12 music classroom and required for state licensure.

Long-Range Goals:

- To recruit and retain excellent faculty and staff with ample P-12 experience that will positively support this major for music education students.
 - To recruit and retain excellent music education students.
 - To provide music education students with adequate opportunities to develop performance skills, both in ensembles and major applied areas, to their fullest potential.
 - To produce highly-trained music educators to meet the professional needs of the field.
 - To expose music education students to quality teaching by highly effective P-12 music educators.
 - To provide a thorough and comprehensive academic foundation for music education students.
 - To expose music education students to local, regional, national and international performances and scholarly presentations of the highest standard.
 - To provide state-of-the-art facilities and equipment for both students and faculty.
2. Need for the Program: Over the past five years, 50% of prospective music majors who audition for departmental scholarships at Erskine indicate that music education would be their desired area of study if it became available. When current music majors are polled, 50% indicate that they would likely switch from performance to music education should the major be offered prior to graduation. Additionally, representatives of the admissions department indicate that music education is a frequent request from prospective music students during

the recruiting process. In the first two months of the fall 2014 recruiting season, 93 prospective students expressed interest in studying music education at Erskine College. Also, 100% of students who have auditioned for music major scholarships this year have indicated that their preferred area of study is music education.

Dr. Jennifer J. Garrett, Coordinator of Research and Program Development at the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA), states that “the number of music positions, hires, and vacancies have all increased over the last five years, while the number of students eligible for licensure in music education has decreased.” She provides the following data to illustrate her point. Data in the first three rows are from CERRA’s annual Supply and Demand Survey, while data in the last row regarding numbers of graduates with music education degrees were obtained from the South Carolina Commission on Higher Education (CHE) website.

	2010-11	2011-12	2012-13	2013-14	2014-15
Allocated music positions	1263.98	1367.66	1485.09	1487.17	1502.89
Newly hired music teachers	114.55	137.48	183.31	194.6	204.73
Vacant music positions	2	3.4	4.5	14.15	12.1
Graduates who completed a SC teacher education program in music	110	103	97	71	not yet available

3. Centrality of the program to the institutional mission:

The Institutional Mission for Erskine College and Theological Seminary follows: Erskine College exists to glorify God as a Christian academic community where students are equipped to flourish as whole persons for lives of service through the pursuit of undergraduate liberal arts and graduate theological education. The Erskine College Music Education Program affirms the college’s mission by:

- providing a high quality music education that relates to the liberal arts foundation and outlook
- developing creativity and independence of thought
- serving the community through the teacher education program, public performances and other musical opportunities
- establishing an educational environment that respects diverse learning styles, performance styles and practices
- producing highly-trained music educators to meet the professional needs of the field
- developing awareness of music’s connection with regional, national, and international cultures
- encouraging collaboration and teamwork

4. Relationship of the program to other programs within the institution and to other South Carolina institutions of higher education:

The Music Education major will function as a tenant of the Erskine College Education Department. Music Education majors will be included in core education courses pertinent to all education majors. Additionally, all Erskine College students complete a core curriculum including seven competencies that are acquired by taking courses deemed to be foundational and formational. *Foundation* courses introduce students to different disciplines, strengthen their communication and analytical skills, and impart knowledge about humanity, nature, and Scripture. Together they prepare students for more advanced learning in *Formation* courses. These upper level classes positively challenge students' thinking about themselves, the world, and God, as well as the relationships that exist among all three. Formation courses hone skills and expand knowledge through discipline-specific perspectives, but they go further in integrating critical analysis, problem-solving, and morals and ethics. The core curriculum prepares students to demonstrate proficiency in the following areas:

- Communicating clearly and creatively
- Analyzing information logically and quantitatively
- Responding to the human story
- Exploring nature as inquirer and steward
- Developing a lifestyle for wholeness
- Engaging society as neighbor and citizen
- Seeking faithful understanding

In addition to the sharing of statewide standards and practices regarding mandated curricular components common to students in all accredited South Carolina college/university music education programs, music education students at Erskine College have the opportunity to work in partnership with other music education students on a personal level. The Education Departments at Erskine College and Morris College have a history of bringing their students together for the purpose of educational collaboration. Students visit alternate campuses and jointly focus on specific topics related to educational policy and practice as a curricular component of their educational study. The opportunities to maximize resources, to encounter varied points of view, and to broaden educational perspectives positively impact students on both campuses. Additionally, throughout their careers at Erskine, music education students have the opportunity to join forces with students in other South Carolina colleges when performing ensembles from sister institutions combine to present joint musical programs as a graded curricular component of the ensemble class.

C. Enrollment

1. Admissions criteria specific to the program:

Gate 1: Admission to Teacher Education Program

(Note: At the time of application, the Erskine Education Department had not received clarification as to the intricacies of the replacement instruments for ADEPT and PRAXIS [Core Academic Skills for Educators]. As a result, the current ADEPT and PRAXIS instruments are being referenced in this application. Once added information regarding the new replacement instruments is made public, we will make shifts to the use of those new instruments in order to remain consistent with education majors at all other statewide accredited institutions, and to remain compliant with State Department of Education regulations.)

Students who desire to major or minor in Education must apply to the Department of Education for admission to the Teacher Education Program. In order to apply, students must have obtained passing scores on the reading, mathematics, and writing tests of PRAXIS I (or the new Core Academic Skills for Educators) or obtained 1100 combined verbal and mathematics score on the SAT taken prior to March 2005 or 1650 on the SAT after March 2005 or obtained a score of 24 on the ACT. Applications should be submitted by April 1 of the sophomore year but no later than November 1 of the junior year. Failure to be admitted by January 31 of the junior year will result in the student being ineligible to remain as an education major or minor and to enroll in 300/400 level education classes.

To be eligible for admission to the Teacher Education Program, the following requirements must be met:

1. Cumulative grade point average of 2.75 by end of the semester seeking admittance.
2. Passing scores on PRAXIS I – reading, mathematics, writing – or obtained 1100 combined verbal and mathematics score on the SAT taken prior to March 2005 or 1650 on the SAT (combined critical reading, writing and math) after March 2005 or obtained a score of 24 on the ACT.
3. Obtain a 3.0 average or better (with no grade below a C) on following coursework:
The Write Course, English 102 or 103
Special Education 212 and Education 202 or 104
Mathematics 107 or 141
4. Passing grade on Field Experiences, ED 202 or ED 104 and SE 213.
5. Submit and gain approval on a Teaching Portfolio which must include:
 - A. Philosophy of Education Statement
 - B. Resume
 - C. Reflective Summary of Prior Experiences and community service working with children, young adults, or other individuals
 - D. Effective Teaching Profile
Field Experience Reflections (ED 202 and SE 213)
Field Experience Evaluations (ED 202 and SE 213)
 - E. Spontaneous Writing Sample
6. Three recommendations from faculty members with an average score of 2.0 or better on a scale of 1-5 with a score of one(1) being Disposition/characteristic **needs improvement** and five (5) being **Distinguished** – in the top 10% of the peer group. (See Appendix 1)
7. Provide a statement of disclosure concerning all prior convictions including felonies and misdemeanors (as outlined by Policy Guidelines for South Carolina Teacher Education Units- March 2005).
8. Successful interview with Teacher Education Committee representatives.
9. Approval by Teacher Education Committee. Possible Ratings: Recommended, Recommended With Suggestions, Not Recommended (If candidate is Recommended With Suggestions, he/she must meet with the Head of the Department of Education to draft a remediation plan with benchmarks and timeline. Failure to meet the remediation goals will result in dismissal from the Program.)

Gate 2: Maintenance of Good Standing

Teacher education candidates must maintain good standing within the Education Department during their Junior Year of studies to include the following:

1. Minimum of 2.75 cumulative GPA.
2. Minimum of grade C in all professional education and music education courses. All education courses in which the teacher education candidate earns a letter grade of D or less

must be repeated.

3. Meeting the goals of the remediation plan if teacher candidate was admitted with Suggestions to the Teacher Education Program.
4. Ratings averaging 2.5 or higher by Education Faculty on Conceptual Framework, ADEPT, and Dispositions at the end of the Junior Year. If ratings fall below 2.5, the candidate must draft a remediation plan with the Head of the Department of Education. Failure to meet the remediation plan goals will result in dismissal from the program.
5. Teacher education candidates whose GPA falls below 2.75 will be placed on academic probation for one semester within the Education Department in order to bring the GPA up to 2.75 or better. At the end of the academic probation semester, Education Department faculty and Teacher Education Committee will meet to determine if the academic probation will be lifted or if the student will be re-advised to a different major.

Gate 3: Acceptance to Student Teach

Student teaching is the culminating pre-professional experience in Teacher Education. Teacher Education majors and minors must apply for admission to student teaching by April 1 of the junior year for fall student teaching or Nov. 1 of the senior year for spring semester student teaching. Student teaching admission requirements include the following:

1. Successfully completing Gates 1 and 2.
2. Application form and Goals sheet completed with Director of Teacher Education.
3. Maintain Cumulative Grade Point Average 2.75 (GPA cannot fall below a 2.75 the semester prior to student teaching).
4. Completion of all coursework in Education with a minimum grade of "C" and pertinent coursework in major if minoring in Education.
5. Taken or submit proof of registration for Praxis II.
6. Portfolio submitted and approved from Teacher Education Admission with following additions:
 - A. Management Philosophy
 - B. Updated Philosophy of Education
 - C. Updated Resume – reflecting involvement and leadership
 - D. Effective Teaching Profile Updated
 - Field Experience Reflections (all 300/400 levels added)
 - Field Experience Evaluations (all 300/400 levels added)
 - Video Analysis of Field Experience Teaching
 - Average ADEPT ratings of 3.0 or better on each of the 10 Performance Standards
 - Average Ratings of 3.0 or better from Cooperating Teacher and College Supervisor on Conceptual Framework dimensions and Dispositions Evaluations
 - E. Demonstration of Ability to Plan (Long and Short Range Plan Examples)
 - F. Demonstration of Ability to Analyze K-12 Student Work Samples for Instructional Decision Making.
 - G. Evidence of Professionalism – Organizations, Conferences, Readings, etc.
7. Successful Interview with Director of Teacher Education.
8. Approval by Teacher Education Committee. Possible Ratings: Recommended, Recommended With Suggestions, Not Recommended (If candidate is Recommended With Suggestions, he/she must meet with the Director of Teacher Education to draft a remediation plan with benchmarks and timeline. Failure to meet the remediation goals will result in dismissal from the Program.)

Gate 4: Program Completion and Certification

Successfully completing the following requirements will result in the Teacher Education candidate being recommended for certification in the major or minor field of study.

1. Successful completion of student teaching with average ratings of 3.5 or higher on each of the 10 Performance Standards and 34 Key Elements of ADEPT.
2. Successful completion of all coursework, student teaching (see syllabus), and other requirements as listed in the Erskine catalog for graduation.
3. Ratings of 3.5 or better from Cooperating Teacher and College Supervisor on Conceptual Framework dimensions and Dispositions Evaluations
4. Professional Showcase Portfolio with passing scores (see Student Teaching Syllabus).
5. Successful Interview/Presentation with Education Faculty.
6. Demonstration of Impact on K-12 Student Learning.
7. Pass both Praxis II in area of certification and Praxis II: Principles of Learning and Teaching For appropriate grade level.
8. Maintained a 2.75 GPA.

Upon completion of all these requirements, the teacher candidate will be considered a program completer and be recommended for certification and graduation.

(Program Completers will receive follow-up surveys after their initial year of teaching. It is the expectation of this Program that these surveys will be returned.)

Petition Process

If a student fails to pass one of the four gates/transition points outlined for the Teacher Education Program, he/she may petition the Teacher Education Committee (TEC) as an appeals process. The TEC meets regularly in December and May. In order to petition, the student must:

1. Schedule a meeting with the Chair of Department of Education.
2. Write a letter of appeal (with any pertinent documentation attached) to the TEC.
3. Obtain a recommendation from advisor.
4. Meet with the TEC at a designated time for a 10-minute presentation and interview.
(Student must clear with the Chair of the Department of Education if he/she desires to bring other individuals to the meeting.)
5. Will receive written notification of decision made by TEC within 7 days.
Petitions for Fall Semester must be received by April 1. Petitions for Spring Semester must Be received by November 1.

2. Projected enrollment:

PROJECTED ENROLLMENT FOR THE FIRST FIVE YEARS	
Year 1	5
Year 2	8
Year 3	15
Year 4	20
Year 5	25

D. Curriculum

1. Program of Study for undergraduate programs that will use a required core of courses:

Plan of Study: Erskine College- B.S. Degree in Music (Choral Emphasis)			
FRESHMAN	<u>FALL- 15 hours</u> MU 090- Performance Seminar (0) MU 074- Piano Class I (0) Applied Lessons (1) Ensemble (1) MU 110- Fundamentals & Keyboard Skills (2) MU 105- Aural Skills (1) HS 101 or 102- World History (3) Lab Science (4) Modern Language #1 (3)	<u>WINTER- 4 hours</u> ED 202- Foundation and Teacher Shadow (4)	<u>SPRING- 16 hours</u> MU 090- Performance Seminar (0) MU 075- Piano Class II (0) Applied Lessons (2) Ensemble (1) MU 101- Music Theory I (3) MU 106- Aural Skills II (1) MU 216 or 217- Choral Pedagogy & Literature (3) Math 107 or 141 (3) EN 102 or 103- Composition/Literature (3)
SOPHOMORE	<u>FALL- 16 hours</u> MU 090- Performance Seminar (0) MU 077- Piano Class III (0) Applied Lessons (1) Ensemble (0) MU 102- Theory II (3) MU 205- Aural Skills (1) MU 218- Instrumental Methods- Brass/Woodwinds (1) SE 212- Introduction to Exceptional Individuals (3) SE 213- field Experience (1) BR 125- Old Testament (3) Global Awareness (3)	<u>WINTER- 3-4 hours</u> Second Nature Course (3-4)	<u>SPRING- 16 hours</u> MU 090- Performance Seminar (0) MU 078- Piano Class IV (0) Applied Lessons (1) Ensemble (1) MU 207- Theory (3) MU 206- Aural Skills (1) MU 219- Instrumental Methods- Strings/Percussion (1) ED 210- Human Growth & Development (3) Write Course (3) BR 126- New Testament (3)
JUNIOR	<u>FALL- 16 hours</u> MU 090- Performance Seminar (0) MU 179- Piano Accompanying (1) Applied Lessons (2) Ensemble (0) MU 303- Elementary Music Methods & Materials (3) MU 304- Field Experience (1) Modern Language #2- (3) English Literature [Formation] (3) Analyzing Logically (3)	<u>WINTER- 3 hours</u> ED 310- Poverty, Diversity, and Service [Faith Formation] (3)	<u>SPRING- 16 hours</u> MU 090- Performance Seminar (0) Applied Lessons (2) MU 370- Recital (1) Ensemble (1) MU 209- Music History (3) MU 403- Conducting I (2) MU 420- Middle/Secondary Music Methods and Materials (3) MU 421- Field Experience (1) ED 300- Principals of Learning & Diversity (3)
SENIOR	<u>FALL- 15 hours</u> MU 090- Performance Seminar (0) Ensemble (0) MU 204- Music History [Additional Humanities]- (3) MU 208- Theory (1) Applied Lessons (1) MU 404- Conducting II (2) ED 301- Teaching of Reading in the Secondary Schools (3) ED 418- Field Experience (1) PE 102- Wellness (4)	<u>WINTER</u> Optional	<u>SPRING- 12 hours</u> MU 425- Music Education Student Teaching (12) ED 408- Collaboration/Professionalism (2)
Total Degree Hours (*130-133)			

**Note: MU 110 (2 s.h.) may be exempted by a proficiency test, and some second "Nature Courses" may be only 3 semester hours of credit. Thus, the number of degree hours could fluctuate from 130 to 133.*

Plan of Study: Erskine College- B.S. Degree in Music (Instrumental Emphasis)			
FRESHMAN	<u>FALL- 15 hours</u> MU 090- Performance Seminar (0) MU 074- Piano Class I (0) Applied Lessons (1) Ensemble (1) MU 110- Fundamentals & Keyboard Skills (2) MU 105- Aural Skills (1) HS 101 or 102- World History (3) Lab Science (4) Modern Language #1 (3)	<u>WINTER- 4 hours</u> ED 202- Foundation and Teacher Shadow (4)	<u>SPRING- 16 hours</u> MU 090- Performance Seminar (0) MU 075- Piano Class II (0) Applied Lessons (2) Ensemble (1) MU 101- Music Theory I (3) MU 106- Aural Skills II (1) MU 216 or 217- Instrumental Pedagogy & Literature (3) Math 107 or 141 (3) EN 102 or 103- Composition/Literature (3)
SOPHOMORE	<u>FALL- 16 hours</u> MU 090- Performance Seminar (0) MU 077- Piano Class III (0) Applied Lessons (1) Ensemble (0) MU 102- Theory II (3) MU 205- Aural Skills (1) MU 218- Instrumental Methods- Brass/Woodwinds (1) SE 212- Introduction to Exceptional Individuals (3) SE 213- field Experience (1) BR 125- Old Testament (3) Global Awareness (3)	<u>WINTER- 3-4 hours</u> Second Nature Course (3-4)	<u>SPRING- 16 hours</u> MU 090- Performance Seminar (0) MU 078- Piano Class IV (0) Applied Lessons (1) Ensemble (1) MU 207- Theory (3) MU 206- Aural Skills (1) MU 219- Instrumental Methods- Strings/Percussion (1) ED 210- Human Growth & Development (3) Write Course (3) BR 126- New Testament (3)
JUNIOR	<u>FALL- 16 hours</u> MU 090- Performance Seminar (0) MU 179- Piano Accompanying (1) Applied Lessons (2) Ensemble (0) MU 303- Elementary Music Methods & Materials (3) MU 304- Field Experience (1) Modern Language #2- (3) English Literature [Formation] (3) Analyzing Logically (3)	<u>WINTER- 3 hours</u> ED 310- Poverty, Diversity, and Service [Faith Formation] (3)	<u>SPRING- 16 hours</u> MU 090- Performance Seminar (0) Applied Lessons (2) MU 370- Recital (1) Ensemble (1) MU 209- Music History (3) MU 403- Conducting I (2) MU 420- Middle/Secondary Music Methods and Materials (3) MU 421- Field Experience (1) ED 300- Principals of Learning & Diversity (3)
SENIOR	<u>FALL- 15 hours</u> MU 090- Performance Seminar (0) Ensemble (0) MU 204- Music History [Additional Humanities]- (3) MU 208- Theory (1) Applied Lessons (1) MU 404- Conducting II (2) ED 301- Teaching of Reading in the Secondary Schools (3) ED 418- Field Experience (1) PE 102- Wellness (4)	<u>WINTER</u> Optional	<u>SPRING- 12 hours</u> MU 425- Music Education Student Teaching (12) ED 408- Collaboration/Professionalism (2)
Total Degree Hours (*130-133)			

**Note: MU 110 (2 s.h.) may be exempted by a proficiency test, and some second "Nature Courses" may be only 3 semester hours of credit. Thus, the number of degree hours could fluctuate from 130 to 133.*

Curriculum Tables: Erskine College B.S. Degree in Music Education (Choral and Instrumental Emphasis)

BACHELOR OF SCIENCE IN MUSIC EDUCATION - CHORAL EMPHASIS

Program Title: B.S. in Music Education – Choral Emphasis

Number of Years to Complete the Program: 4

Program Submitted For: Plan Approval

Current Semester's Enrollment in Majors: 0

Name of Program Supervisor(s): Dr. Keith Timms and Dr. Joanne Jumper

Musicianship and Performance	Music Education	Professional Education	General Studies	Electives	Total Number of Units
42	13	33	45	0	133
35%	11%	28%	38%	0%	112%

List course numbers, titles, and unit allotments under each applicable category

Studies in Music:

Basic Musicianship and Performance

MU 090	Performance Seminar (7 semesters)	0
MU 110, 101-102, 207-208	Music Theory	12
MU 105-106, 205-206	Aural Skills	4
MU 204, MU 209	Music History	6
MU 074-075, 077-078	Piano Class	0
MU 179	Piano Accompanying	1
MU 1**. MU 2**, MU 370	Major Instrument (7 semesters- 4 at the 100 level [1 s.h. each], 3 at the 200 level (2 s.h. each), and the MU 370 degree recital [1 s.h.])	11
MU **	Performance Ensemble (7 semesters- 4 for 1 s.h. credit, 3 for 0 s.h. credit)	4
MU 403-404	Conducting	4
Total Musicianship and Performance		42

Music Education

MU 216	Choral Music Pedagogy and Literature	3
MU 218	Instrumental Methods—Brass and Woodwinds	1
MU 219	Instrumental Methods—Strings and Percussion	1
MU 303	Elementary Music Methods (Corequisite MU 304)	3
MU 304	Field Experience (Corequisite MU 303)	1
MU 420	Middle & Secondary Music Methods & Materials (Corequisite MU 421)	3
MU 421	Field Experience (Corequisite MU 421)	1
Total Music Education		13

Professional Education

ED 202	Foundations and Teacher Shadow	4
ED 210	Human Growth and Development	3
SE 212	Introduction to Exceptional Individuals (Corequisite SE 213)	3
SE 213	Field Experience (Corequisite 212)	1
ED 300	Principals of Learning and Diversity	3
ED 301	Teaching Reading in the Secondary Schools (Corequisite ED 418)	3
ED 418	Field Experience (Corequisite ED 301)	1
ED 310	Poverty, Diversity, Service	3
MU 425	Music Education Student Teaching (Corequisite ED 408)	10
ED 408	Collaboration/Professionalism (Corequisite MU 425)	2
Total Professional Education		33

General Studies (Foundation and Formation Core Curriculum)

Foundation	Communicating Clearly	6
Formation	Communicating Across Cultures	6
Formation	Communicating Creatively (4 s.h. of music ensembles applies)	0
Foundation	Analyzing information Quantitatively	3
Formation	Analyzing information Logically and Quantitatively	3
Foundation	Responding to the Human Story- World History	3
Formation	Responding to the Human Story- Literature	3
Formation	Responding to the Human Story- Additional Humanities (MU 204 applies)	0
Foundation	Exploring Nature as Inquirer and Steward- Introductory Lab Science	4
Formation	Exploring Nature as Inquirer and Steward- Exploring Nature	3-4
Foundation	Developing a Lifestyle for Wholeness- Wellness PE 102	4
Formation	Developing a Lifestyle for Wholeness- Other Wellness (ED 210 Applies)	0
Foundation	Engaging Society as Neighbor and Citizen- Global Awareness	3
Formation	Engaging Society as Neighbor and Citizen- Other Neighbor/Citizen (SE 212/213 applies)	0
Foundation	Seeking Faithful Understanding- Bible Literacy- BR 125, BR 126	6
Formation	Seeking Faithful Understanding- Faith Development (ED 310 applies)	0
Total General Studies		44/45

Electives

Total Electives **0**

BACHELOR OF SCIENCE IN MUSIC EDUCATION – INSTRUMENTAL EMPHASIS**Program Title:** B.S. in Music Education – Instrumental Emphasis**Number of Years to Complete the Program:** 4**Program Submitted For:** Plan Approval**Current Semester's Enrollment in Majors:** 0**Name of Program Supervisor(s):** Dr. Keith Timms and Dr. Joanne Jumper

Musicianship and Performance	Music Education	Professional Education	General Studies	Electives	Total Number of Units
42	13	33	45	0	133
35%	11%	28%	38%	0%	112%

List course numbers, titles, and unit allotments under each applicable category

Studies in Music:**Basic Musicianship and Performance**

MU 090	Performance Seminar (7 semesters)	0
MU 110, 101-102, 207-208	Music Theory	12
MU 105-106, 205-206	Aural Skills	4
MU 204, MU 209	Music History	6
MU 074-075, 077-078	Piano Class	0
MU 179	Piano Accompanying	1
MU 1**. MU 2**, MU 370	Major Instrument (7 semesters- 4 at the 100 level [1 s.h. each], 3 at the 200 level (2 s.h. each), and the MU 370 degree recital [1 s.h.])	11
MU **	Performance Ensemble (7 semesters- 4 for 1 s.h. credit, 3 for 0 s.h. credit)	4
MU 403-404	Conducting	4
Total Musicianship and Performance		42

Music Education

MU 217	Instrumental Pedagogy and Literature	3
MU 218	Instrumental Methods—Brass and Woodwinds	1
MU 219	Instrumental Methods—Strings and Percussion	1
MU 303	Elementary Music Methods (Corequisite MU 304)	3
MU 304	Field Experience (Corequisite MU 303)	1
MU 420	Middle & Secondary Music Methods & Materials (Corequisite MU 421)	3
MU 421	Field Experience (Corequisite MU 421)	1
Total Music Education		13

Professional Education

ED 202	Foundations and Teacher Shadow	4
ED 210	Human Growth and Development	3
SE 212	Introduction to Exceptional Individuals (Corequisite SE 213)	3

SE 213	Field Experience (Corequisite 212)	1
ED 300	Principals of Learning and Diversity	3
ED 301	Teaching Reading in the Secondary Schools (Corequisite ED 418)	3
ED 418	Field Experience (Corequisite ED 301)	1
ED 310	Poverty, Diversity, Service	3
MU 425	Music Education Student Teaching (Corequisite ED 408)	10
ED 408	Collaboration/Professionalism (Corequisite MU 425)	2
Total Professional Education		33

General Studies (Foundation and Formation Core Curriculum)

Foundation	Communicating Clearly	6
Formation	Communicating Across Cultures	6
Formation	Communicating Creatively (4 s.h. of music ensembles applies)	0
Foundation	Analyzing information Quantitatively	3
Formation	Analyzing information Logically and Quantitatively	3
Foundation	Responding to the Human Story- World History	3
Formation	Responding to the Human Story- Literature	3
Formation	Responding to the Human Story- Additional Humanities (MU 204 applies)	0
Foundation	Exploring Nature as Inquirer and Steward- Introductory Lab Science	4
Formation	Exploring Nature as Inquirer and Steward- Exploring Nature	3-4
Foundation	Developing a Lifestyle for Wholeness- Wellness PE 102	4
Formation	Developing a Lifestyle for Wholeness- Other Wellness (ED 210 Applies)	0
Foundation	Engaging Society as Neighbor and Citizen- Global Awareness	3
Formation	Engaging Society as Neighbor and Citizen- Other Neighbor/Citizen (SE 212/213 applies)	0
Foundation	Seeking Faithful Understanding- Bible Literacy- BR 125, BR 126	6
Formation	Seeking Faithful Understanding- Faith Development (ED 310 applies)	0
Total General Studies		44/45

Electives

Total Electives **0**

Erskine College B.S. in Music Education Degree (Choral and Instrumental Emphasis) with detailed listing of all core curriculum courses offered to satisfy requirements:

Part 1: THE CORE CURRICULUM	
FOUNDATION AND FORMATION COURSE REQUIREMENTS (a minimum of 58 s.h.)	62 s.h.
Foundation	
Communicating Clearly6 s.h.	6 s.h.

Composition and Literature: EN 102 or 103 Write Course: WC 201	
Formation	
Communicating Across Cultures.....6 s.h. Introductory French: FR 101, 102 Introductory German: GE 101, 102 Introductory Spanish: SP 101, 102	6 s.h.
Communicating Creatively.....3 s.h. Art Studio Foundations: AR 105 Drawing 1: AR 170 Introduction to the Visual Arts: AR 200 Theater Practicum (1 s.h., 3 s.h. required): EN 110/120 Introduction to Theater Arts: EN 223 Play Production: EN 224 Acting I: EN 225 Fiction Writing Workshop: EN 232 Creative Nonfiction Workshop: EN 233 Directing I: EN 330 Publication and Illustration Graphics: AR/BA/IT 225 Image Design Graphics: AR/BA/IT 226 Introduction to Music: MU 203 ✓ Music Ensemble (1 s.h., 4 s.h. required): MU 112, 114, 143, 145 <u>REQUIRED FOR MUSIC EDUCATION MAJOR</u>	4 s.h.
Analyzing Information Logically and Quantitatively (6 s.h.)	
Foundation	
Analyzing Quantitatively.....3 s.h. College Mathematics: MA 107, Calculus I, MA 141	3 s.h.
Formation	
Analyzing Logically and Quantitatively.....3 s.h. Macroeconomics: BA 221 Microeconomics: BA 222 Principles of Accounting 1: BA 251 Introduction to Management Information Systems: BA 259 Personal Financial Planning: BA 260 Introduction to Information Technology: IT 101 Beginning Programming: IT 170 Computer Networking Principles: IT 190 Calculus II:MA 142 Elementary Statistics: MA 205 Fractals and Chaos: MA 207 Introduction to Mathematical Modeling: MA 280 **Mathematics for K-6 Teachers: MA 351 **Geometry for K-6 Teachers: MA 352 Analog and Digital Electronics: PH 201 Logic: PL 152 **Prerequisite: admission to the teacher education program.	3 s.h.
Responding to the Human Story (9 s.h.)	
Foundation	
World History3 s.h. World Civilizations to 1600: HS 101 World Civilizations since 1600: HS 102	3 s.h.

Formation	
Literature.....3 s.h. <i>Survey of British Literature I: EN 201</i> <i>Survey of British Literature II: EN 202</i> <i>Survey of American Literature I: EN 205</i> <i>Survey of American Literature II: EN 206</i> <i>Survey of World Literature I: EN 215</i> <i>Survey of World Literature II: EN 216</i> <i>Medieval Literature: EN 300</i> <i>Romantic Literature: EN 302</i> <i>Victorian Literature: EN 303</i> <i>American Romanticism: EN 306</i> <i>Modern Poetry: EN 317</i> <i>Modern Drama: EN 318</i>	3 s.h.
***Additional Humanities.....3 s.h. <i>Art History I: AR 250</i> <i>Art History II: AR 255</i> <i>Church History I: BR 251</i> <i>Church History II: BR 252</i> <i>Literature for Young Adults: EN 309</i> <i>Contemporary American Novel: EN 313</i> <i>The British Novel: EN 314</i> <i>Francophone Cinema: FR 290</i> <i>Renaissance & Reformation: HS 311</i> <i>Recent European History: HS 314</i> <i>History of Women in America: HS 401</i> ✓ <i>Music History c. 1715-1915: MU 204</i> <u>REQUIRED FOR MUSIC EDUCATION MAJOR</u> <i>Introduction to Philosophy: PL 201</i> <i>History of Western Philosophy I: PL 251</i> <i>History of Western Philosophy II: PL 252</i> <i>Ancient Political Philosophy: PO 306</i> <i>Modern Political Philosophy: PO 307</i> <i>Hispanic Literature in Translation: SP 288</i> ***Includes all courses listed as formation options for this competency	3 s.h.
Exploring Nature as Inquirer and Steward (7-8 s.h.)	
Foundation	
Introductory Lab Science.....4 s.h. <i>General Biology: BG 101</i> <i>Concepts of Cellular Biology: BG 110</i> <i>Chemical Principles I: CH 101</i> <i>Concepts in Chemistry: CH 105</i> <i>General Physics I: PH 110</i> <i>Introductory Mechanics: PH 120</i>	4 s.h.
Formation	
Exploring Nature.....3-4 s.h. <i>Concepts of Organismal Biology: BG 111</i> <i>Environmental Biology: BG 204</i> <i>Animal Behavior: BG 209</i> <i>Introduction to Biotechnology: BG 223</i> <i>Chemical Principles II: CH 102</i> <i>Environmental Chemistry: CH 107</i> <i>Global Environmental History: HS 290</i>	4 s.h.

Astronomy: PH 106 General Physics II: PH 111 Introductory Electromagnetism: PH 121	
Developing a Lifestyle for Wholeness (7 s.h.)	
Foundation	
Wellness.....4 s.h. Foundations of Health and Wellness (includes physical activity): PE 102	4 s.h.
Formation	
Other Wellness.....3 s.h. Mechanisms of Disease: BG 200 Human Anatomy & Physiology I: BG 210 Human Anatomy & Physiology II: BG 211 ✓ Human Growth & Development: ED 210 <u>REQUIRED FOR MUSIC EDUCATION MAJOR</u> Introduction to Psychology: PY 201 Addiction: Theories & Interventions: PY/SO 301 Abnormal Psychology: PY 306 Behavior Modification: PY 311 Social Problems: SO 201 Marriage and Family: SO 202 Human Sexuality: SO 330	3 s.h.
Engaging Society as Neighbor and Citizen (5-7 s.h.)	
Foundation	
Global Awareness.....3 s.h. Contemporary Global Issues: HS 105/PO 105 Social Gerontology: PY 321 General Sociology: SO 101	3 s.h.
Formation	
Other Neighbor/Citizen.....3 s.h. Emergency Response: AT 216 Human Genetics & Society: BG 221 Introduction to Global Health: BG 230 History of Christianity in America: BR 352 World Religions: BR 354 Religion & Contemporary American Culture: BR 452 ✓ Introduction to Exceptional Individuals: SE 212/213 (4 s.h.) <u>REQUIRED FOR MUSIC EDUCATION MAJOR</u> American History to 1876: HS 211 American History since 1876: HS 212 Latin America in Modern Times: HS 230 Chinese History: HS 260 Africa in Modern Times: HS 270 Contemporary Ethical Issues: PL 377 American Government: PO 101 Introduction to International Relations: PO 113 Music and Politics: MU/PO 215	4 s.h.
Seeking Faithful Understanding (9 s.h.)	
Foundation	
Biblical Literacy6 s.h. Old Testament Literature & Interpretation: BR 125 New Testament Literature & Interpretation: BR 126	6 s.h.
Formation	
Faith Development.....3 s.h.	3 s.h.

<i>Christian Leadership in Business: BA 220</i> <i>Christianity and Economics: BA 240</i> <i>Service-Learning in Biology: BG 299</i> <i>Biblical Ethics: BR 200</i> <i>Story of Redemption: BR 204</i> <i>Biblical Interpretation: BR 205</i> <i>Psalms & Wisdom Literature: BR 307</i> <i>Christian Theology: BR 325</i> ✓ <i>Poverty, Diversity, Service: ED 310</i> REQUIRED FOR MUSIC EDUCATION MAJOR (I Term) <i>The Holocaust: HS 250</i> <i>Philosophy of Religion: PL 375</i> <i>Ethics: PL 376</i> <i>Christian Apologetics: PL 378</i> <i>Christian Political Thought: PO</i>	
PART 2: THE MAJOR CONCENTRATION	
THE MAJOR (MUSIC CORE)	30 s.h.
<i>Performance Seminar: MU 090 (7 semesters).....</i>	<i>0 s.h.</i>
<i>Music Theory I: MU 101.....</i>	<i>3 s.h.</i>
<i>Music Theory II: MU 102.....</i>	<i>3 s.h.</i>
<i>Aural Skills I: MU 105.....</i>	<i>1 s.h.</i>
<i>Aural Skills II: MU 106.....</i>	<i>1 s.h.</i>
<i>Music Fundamentals and Keyboard Skills (may be exempted by proficiency test).....</i>	<i>2 s.h.</i>
<i>Music History c. 1715-1915I: MU 204.....COUNTED IN CORE.....</i>	<i>3 s.h.</i>
<i>Aural Skills III: MU 205.....</i>	<i>1 s.h.</i>
<i>Aural Skills IV: MU 206.....</i>	<i>1 s.h.</i>
<i>History & Analysis—The Rise of Counterpoint: MU 207.....</i>	<i>3 s.h.</i>
<i>Tonal Analysis c. 1715-1915: MU 208.....</i>	<i>1 s.h.</i>
<i>History & Analysis—An Age of Crisis: MU 209.....</i>	<i>3 s.h.</i>
<i>Recital: MU 370.....</i>	<i>1 s.h.</i>
<i>7 Semesters of Applied Lessons (4 for 1 s.h., 3 for 2 s.h.)—Major Instrument.....</i>	<i>10 s.h.</i>
<i>7 Semesters of Ensembles—4 for 1 s.h. credit, 3 for 0 s.h.....COUNTED IN CORE.....</i>	<i>4 s.h.</i>
MUSIC EDUCATION (PROFESSIONAL EDUCATION)- MUSIC DEPARTMENT	28 s.h.
<i>Class Piano I-IV: MU 074, 075, 077, and 078.....</i>	<i>0 s.h.</i>
<i>Piano Accompanying: MU 179.....</i>	<i>1 s.h.</i>
<i>Conducting I: MU 403.....</i>	<i>2 s.h.</i>
<i>Conducting II: MU 404.....</i>	<i>2 s.h.</i>
<i>Elementary Music Methods & Materials (Corequisite MU 304): MU 303.....</i>	<i>3 s.h.</i>
<i>Field Experience in Teaching Elementary Music (Corequisite MU 303): MU 304.....</i>	<i>1 s.h.</i>
<i>Middle and Secondary Music Methods and Materials (Corequisite MU 421): MU420.....</i>	<i>3 s.h.</i>
<i>Field Experience in Teaching Secondary Music Education (Corequisite MU 420): MU 421.....</i>	<i>1 s.h.</i>
<i>Choral Music Pedagogy and Literature: MU 216.....Choral Majors Only.....OR.....</i>	<i>3 s.h.</i>
<i>Instrumental Pedagogy and Literature: MU 217.....Instrumental Majors Only.....</i>	<i>3 s.h.</i>
<i>Instrumental Methods—Brass and Woodwinds: MU 218.....</i>	<i>1 s.h.</i>
<i>Instrumental Methods—Strings and Percussion: MU 219.....</i>	<i>1 s.h.</i>
<i>Music Education Student Teaching (Corequisite ED 408): MU 425.....</i>	<i>10 s.h.</i>
GENERAL EDUCATION- EDUCATION DEPARTMENT	13 s.h.

<i>Foundations and Teacher Shadow: ED 202.....J Term.....</i>	<i>4 s.h.</i>	<i>4 s.h.</i>
<i>Collaboration/Professionalism (Corequisite MU 425): ED 408.....</i>	<i>2 s.h.</i>	<i>2 s.h.</i>
<i>Human Growth and Development: ED 210.....COUNTED IN CORE.....</i>	<i>3 s.h.</i>	<i>0 s.h.</i>
<i>Teaching of Reading in the Secondary Schools (Corequisite ED 418): ED 301.....</i>	<i>3 s.h.</i>	<i>3 s.h.</i>
<i>Field Experience: ED 418.....</i>	<i>1 s.h.</i>	<i>1 s.h.</i>
<i>Principals of Learning and Diversity: ED 300.....</i>	<i>3 s.h.</i>	<i>3 s.h.</i>
<i>Poverty, Diversity, Service: ED 310...(J Term) COUNTED IN CORE.....</i>	<i>3 s.h.</i>	<i>0 s.h.</i>
<i>Introduction to Exceptional Individuals: SE 212.....COUNTED IN CORE.....</i>	<i>3 s.h.</i>	<i>0 s.h.</i>
<i>Field Experience (Corequisite SE 212): SE 213...COUNTED IN CORE.....</i>	<i>1 sh.</i>	<i>0 s.h.</i>
TOTAL MUSIC EDUCATION (B.S.) DEGREE HOURS		133 s.h.

3. A list, with catalog descriptions, of all new courses that will be added:

- **MU 216. Choral Music Pedagogy and Literature (3 s.h.)**
 This course investigates the pedagogical approaches to enhancing tone, blend, balance and intonation within the choral ensemble. It incorporates a survey of standard and new choral literature in practical context of concert programming for a broad range of choral ensembles and performance situations. Choral music sources, performance practice and conducting issues, as well as music administration concepts unique to a choral ensemble are explored. This course is a REQUIREMENT for all choral music education majors.
- **MU 217. Instrumental Music Pedagogy and Literature (3 s.h.)**
 This course investigates the pedagogical approaches to enhancing tone, blend, balance and intonation within the instrumental ensemble. It incorporates a survey of standard and new instrumental literature in practical context of concert programming for a broad range of instrumental ensembles and performance situations. Instrumental music sources, performance practice and conducting issues, as well as music administration concepts unique to an instrumental ensemble are explored. This course is a REQUIREMENT for all instrumental music education majors.
- **MU 218. Instrumental Methods- Brass and Woodwinds (1 s.h.)**
 This course provides music education majors with experiences, methods, and techniques for instrumental music instruction and a fundamental knowledge of and proficiency on woodwind and brass instruments. Prerequisite: Permission of instructor.
- **MU 219. Instrumental Methods- Strings and Percussion (1 s.h.)**
 This course provides music education majors with experiences, methods, and techniques for instrumental music instruction and a fundamental knowledge of and proficiency on percussion, and string instruments. Prerequisite: Permission of instructor.
- **MU 303. Elementary Music Methods and Materials (3s.h.)**
 Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisite: MU304. This course prepares prospective general track music specialists for all aspects of the role including curriculum design and the incorporation of a wide variety of methodologies into classroom instruction. The course contains goals for development of specific teaching skills, including classroom management, techniques and materials to support the role of the elementary/general music teacher. A field experience component and peer teaching is required. This course is a REQUIREMENT for all music education majors.
- **MU 304. Field Experience in Teaching Elementary Music (1 s.h.)**

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisite: MU 303. This course provided twenty-five hours of practical experience in the methods and techniques of teaching elementary music education. Students who wish to be certified to teach must have practical experiences at the elementary, middle, and senior high school levels, as well as in special education. This course meets the requirement for grades K-5. Additional field experiences will be provided through ED 202, ED 418, SE 213, and MU 420.

- **MU 420. Middle and Secondary Music Methods and Materials (3 s.h.)**

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisite: MU 421. Middle and Secondary Music Methods is a comprehensive study in materials, techniques, methods, and problem-solving strategies for the teacher of choral/instrumental music in the public schools. Instruction focuses primarily on pedagogical methods and assessments appropriate for both performance based music classes (choral and instrumental) and non-performance based music classes. Additional instruction and assignments address philosophy of music education; lesson, unit, and curriculum planning; and cultural issues. A field experience component and peer teaching is required. This course is a REQUIREMENT for all music education majors.

- **MU 421. Field Experience in Teaching Middle and Secondary Music (1 s.h.)**

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisite: MU 420. This course provided twenty-five hours of practical experience in the methods and techniques of teaching middle and secondary music education. Students who wish to be certified to teach must have practical experiences at the elementary, middle, and senior high school levels, as well as in special education. This course meets the requirement for grades 6-12. Additional field experiences will be provided through ED 202, ED 418, SE 213, and MU 304.

- **MU 425. Music Education Student Teaching (10 s.h.)**

Prerequisites: All general education courses and all content courses in music education, Admission to Teacher Education Program, Maintenance of Good Standing, and Acceptance to Student Teach. Corequisite: ED 408. Student teaching is the culminating experience in music education. Student teaching is a semester-long teaching experience (minimum of 4 full weeks of full takeover) in a K-12 Music Education setting. This experience provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student teaching experience shall continue under the direction of the campus supervisor and the cooperating practitioner until the teacher candidate has met requirements for Program Completion, Certification and Follow-Up, or the student teaching is terminated. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Attendance at various seminars is required. Fee required.

E. Faculty

1. Table detailing the rank and academic qualifications of each faculty member involved in the program identified only by rank and not by name:

	Rank	Academic Qualifications
1	Associate Professor of Music	A.B. Erskine College; M.A. and Ph. D. (musicology) Cornell University
2	Associate Professor of Music	B. Mus, Wilfrid Laurier University; M. Mus. and D.M.A., Eastman School of Music
3	Assistant Professor of Music	B.S., Erskine College (Music Education); M.A.

		(Education), Furman University; D.M.A. (Music Education), Shenandoah University Conservatory
4	Adjunct Instructor of Music	B.Mus. Arizona State University; M.Mus. Texas Tech University; Ph.D. Texas Tech University
5	Adjunct Instructor of Music	B. Mus., The University of Texas at Austin, M. Mus. and D.M.A., University of Georgia
6	Adjunct Instructor of Music	B.A., Lander College; M. Mus. Ed., Northeast Louisiana University
7	Associate Professor of Education	B.A., Newberry College; M.Ed. and Ed. Specialty, Clemson University; Ed.D., Nova Southeastern University
8	Assistant Professor of Education	A.B., Erskine College; M.A., University of South Carolina
9	Adjunct Instructor of Education	B.S., English and Speech Education; M.S., Reading Education; Ph.D., English and English Education

F. Physical Plant

1. Adequacy of existing physical plant for the first five years:

- Ample classroom, rehearsal and performance facilities exist at Erskine College to sustain a music education program. The Moss Mathematics and Music Educational Facility was completed in 2008 and named in honor of benefactors Joseph H. and Nena C. Moss of Austin, Texas. The 24,000-square-foot two-story brick structure features classrooms, practice rooms, office space and a two-story rehearsal hall in the music section. The music portion of the building is named in honor of benefactors Robert L. and Cheryl Moultrie of Atlanta, Georgia, and the math section is named in honor of Mrs. Moss. A glass-enclosed foyer connects the new facility with historic Memorial Hall, which was extensively renovated as a part of the project. Additional studio, classroom, storage, rehearsal and practice room spaces are available in Memorial Hall.
- Carson Performance Hall, named in honor of former Erskine president Dr. John Carson and his wife Sarah Ellen, was formerly known as Memorial Auditorium. The 300+ seat facility was constructed in 1914, renovated in 1974, and recently expanded in 2008. It provided an excellent facility for concerts and recitals.
- Lesesne Auditorium, named for J.M. Lesesne, ninth president of Erskine College, was recently renovated and seats approximately 900 persons for concerts, convocations, lectures, plays, and other events. It is adjacent to the Erskine Building and was constructed in 1892, and named for Ebenezer Erskine, founder of the Associate Church of Scotland, which became part of the Associate Reformed Presbyterian Church in the United States. Renovated in 2008, it houses the education, psychology and sociology departments.
- Bowie Divinity Hall, constructed in 1985 through a gift from W. Parker and Marie T. Bowie, includes not only academic facilities for Erskine Theological Seminary, but the 250-seat Marie Bowie Chapel, McLane Media Center, and meeting rooms for the entire Erskine Community. The Marie Bowie Chapel provides an acoustically positive atmosphere for recitals and intimate concerts. The McLane Media Center, provided by a gift from Drayton McLane Jr. of Temple, Texas, in honor of his father, provides audiovisual support services for the faculty and staff.

2. Additional physical plant requirements, including modifications- None

G. Equipment- Major equipment items needed for first five years

- Orff instruments for elementary music methods course
- Technical upgrades to more specifically support music education. (During the summer of 2015, the *Finale* notation software was updated to the latest 2014 version for all faculty and lab computers.) Additionally, the music department wishes to acquire video-conferencing software and hardware to better enable our students to observe master teachers who are in a location not accessible from our campus, and who could not be available for paired assignment during field-experience placements. Exposure to quality teaching beyond the traditional field-experience placement is potentially a valuable resource for our pre-service teachers.

H. Library Resources

- The McCain Library was built in 1949 and named in memory of Dr. J. I. McCain, revered English professor. An annex, completed in 1973, increased the library from 9,000 to 23,000 square feet. Currently, McCain Library houses the college and seminary collections of 160,000 book volumes, 22,000 periodical volumes, 72,000 government documents, 10,000 microforms, and 2,000 audiovisual items. The library's Web site provides access to the online catalog, more than 100 electronic databases, and 65,000 e-book and e-journal titles. The library maintains more than 950 current periodical subscriptions. Computers and study areas are available for student use. The library is a partial depository for U.S. Government documents. The library's Dept of Archives and Special Collections is located in Reid Hall. The library also oversees a small branch library on the Columbia Campus of Erskine Theological Seminary in Columbia, SC. McCain Library is a member of the Partnership Among South Carolina Academic Libraries (PASCAL), which affords benefits to students, including statewide academic library borrowing privileges.
- A content-specific music library is housed in the Moss Mathematics and Music Educational Facility. It includes music reference materials, scores, and a vast CD listening library.

I. Accreditation, Approval, Licensure, or Certification (Omit- Public Institutions Only)

J. Articulation

1. Entry path for students from two-year institution into four-year institutions, as appropriate:
 - A maximum of 64 hours may be transferred from an accredited two-year institution. The last 30 hours and half the required hours in the major and minor areas must be completed at Erskine College.
 - Students wishing to be transient students during a summer session or the Winter Term at another institution must get prior permission from the Registrar's Office. Only work completed with a grade of "C" or better is considered for transfer/transient credit. Students must be in good academic standing before permission is granted to study off-campus.
2. Students who graduate with bachelor degrees in education from Erskine College are positioned to advance themselves to the master's and doctoral level. Graduate school is common for graduates from our current education degree programs and from our other current music degree programs. We anticipate that graduates of this degree program would be equally prepared for additional educational study.

K. Estimated costs (Omit- Public Institutions Only)

L. Assurances of Institutional Approvals

- The addition of a Bachelor of Science Degree in Music Education has received departmental and administrative approval. Please note the attached cover letter from the Senior Vice President for Academic Affairs, Dr. N. Bradley Christie. Additionally, the President of Erskine College and Theological Seminary, Dr. Paul D. Kooistra, signed this application to indicate administrative support.

- Tentative budget plans for the program (through the 2018-19 school year) have been reviewed and approved by College Administration.
- New catalog inclusions will take place during the summer of 2015.

III. **South Carolina Department of Education Requirements-** The Education Department at Erskine College meets South Carolina State Regulations. These were verified during the last state visit during the spring of 2011. Each year, an assurance is signed to indicate that state policies are being followed. Since this structure for compliance is already in place, the Music Education major should also meet all of the state requirements as soon as the program is approved. Additional documentation regarding how each of the state requirements is individually met is housed in the administrative office for the Erskine College Department of Education.

State Requirements	How will the new program meet state requirements?	When will the new program meet state requirements?
A. ADEPT	<p>The unit's assessment system for initial teacher preparation programs includes ADEPT.</p> <p>The unit implements its State Board of Education-approved plan for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). (State Standard 1: ADEPT)</p>	At the beginning of program implementation and candidate entrance into the program.
B. PADEPP	NA	N/A
C. Education Economic Development Act (EEDA)	<p>Candidates possess the knowledge, skills, and dispositions to integrate career guidance and planning into the P-12 curriculum. (State Standard 3: EEDA)</p> <p>Candidates demonstrate the ability to use applied methodologies in P-12 academic courses. (State Standard 3: EEDA)</p> <p>Training in EEDA-part of each lesson. EEDA in part of each lesson and is evaluated during each lesson taught.</p>	Candidates receive training in EEDA upon entrance into Gate 1.
D. South Carolina Standards of Conduct	<p>Candidates admitted into the initial teacher preparation programs at the undergraduate level have provided a statement of disclosure concerning all prior convictions, including felonies and misdemeanors. (State Requirement: Program Admission) (Part of Gate 1)</p> <p>Candidates are informed, in writing, of the standards of conduct (based on SC Code Ann. 59-25-160, 59-25-530, and 63-17-1060) required of South Carolina Educators for</p>	Candidate admission into program-Gate 1.

	initial certification. (State Requirement: Standards of Conduct)	
E. South Carolina Safe Schools Climate Act	The unit is collecting evidence to indicate that candidates in all certification programs as well as graduate students in counseling and educational administration programs possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in school (State Requirement: South Carolina Safe School Climate Act)	At the beginning of program implementation and candidate entrance into the program and throughout the candidate's career- Gate 1
F. PreK-12 Academic Standards	Candidates know, understand, and demonstrate the use of the state's P-12 academic standards for their respective content areas. (State Standard 2: P-12 Academic Standards)	Candidates know, understand, and demonstrate curriculum standards in the area which they are to be certified-Gate 1-Beginning of program.
G. Admission Requirements- Initial and Advanced (Assurance of Compliance)	<p>Candidates admitted into the initial teacher preparation programs at the undergraduate level have demonstrated basic academic proficiency by passing the Praxis I Core Battery examinations at the level set by the State Board of Education (State Requirement: Program Admission)</p> <p>Candidates admitted into the initial teacher preparation programs at the undergraduate level have completed a minimum of 45 semester hours of college/university course work with a minimum cumulative grade point average (GPA) of 2.75 on a 4-point scale or, at the recommendation of the unit head, a cumulative GPA of 2.50 on a 4-point scale. (State Requirements: Program Admission)</p> <p>Candidates admitted into the initial teacher preparation programs at the undergraduate level have provided a statement of disclosure concerning all prior convictions, including felonies and misdemeanors. (State Requirements: Program Admission)</p>	Candidate entrance/admission into program- Gate 1.
H. Field and Clinical Experiences Requirements	<p>Candidates at the initial undergraduate level have completed a minimum of 100 hours of field experiences prior to clinical practice. (State Requirement: Field Experiences and Clinical Practice)</p> <p>Candidates have cleared background checks,</p>	At the completion of Gate 3

	<p>including fingerprint checks, by the Federal Bureau of Investigation prior to clinical practice. (State Requirement: Field Experiences and Clinical Practice)</p> <p>Clinical practice experiences provide for the candidates' intensive and continuous involvement in a public school setting. (State Requirement: Field Experiences and Clinical Practice)</p> <p>Clinical practice experiences are equivalent to a minimum of twelve weeks or sixty full days. (State Requirement: Field Experiences and Clinical Practice)</p> <p>Clinical practice is a semester long at Erskine College.</p> <p>During their clinical practice experiences, candidates teach independently for a minimum of ten full days in one placement/setting. (State Requirement: Field Experiences and Clinical Practice)</p> <p>The candidate must teach independently a minimum of 20 full days in a public school setting, Erskine College.</p> <p>During their clinical practice experiences, candidates adhere to the daily schedule of the cooperating teachers (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, in-service activities, rehearsals). (State Requirement: Field Experiences and Clinical Practice)</p> <p>Candidate in traditional clinical practice experiences do not receive monetary compensation for their work. Candidates in innovative clinical practice experiences may be paid for their work. (State Requirement: Field Experiences and Clinical Practice)</p> <p>During their clinical practice experiences, candidates are supervised by one or more institutional faculty members who have preparation in supervision, in the ADEPT system, and in the teaching major. (State Requirement: Field Experiences and Clinical Practice)</p> <p>During their clinical practice experiences,</p>	
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	<p>candidates are supervised by one or more school-based faculty members who have training in the ADEPT system. (State Requirement: Field Experiences and Clinical Practice)</p> <p>During their clinical practice experiences, candidates receive formative assessments, written and oral feedback, and assistance from both their institutional faculty supervisors and their school-based faculty supervisors. All formative assessments include a minimum of four classroom observations (i.e., \geq two observations by the institutional faculty supervisors and \geq two observations by the school-based faculty supervisors). (State Requirement: Field Experiences and Clinical Practice)</p> <p>During their clinical practice experiences, candidates receive at least one summative evaluation that addresses all of the ADEPT Performance Standards. All summative evaluations include the appropriate data collection methods, including at least two classroom observations (i.e., \geq one observation by the institutional faculty supervisors and \geq one observation by the school-based faculty supervisors). All candidates receive written and oral consensus-based feedback in terms of all ADEPT Performance Standards. (State Requirement: Field Experiences and Clinical Practice)</p> <p>Total of 9 Formative Performance Evaluations (ADEPT) + Consensus Conference (Erskine College requirement)</p>	
I. Eligibility for Initial Certification	<p>Gate 4: Program Completion and Certification- Successfully completing the following requirements will result in the Teacher Education candidate being recommended for certification in the major or minor field of study.</p> <p>1. Successful completion of student teaching with average ratings of 3.5 or higher on each of the 10 Performance Standards and 34 Key Elements of ADEPT.</p>	At the completion of Gate 4

	<p>2. Successful completion of all coursework, student teaching (see syllabus), and other requirements as listed in the Erskine catalog for graduation.</p> <p>3. Ratings of 3.5 or better from Cooperating Teacher and College Supervisor on Conceptual Framework dimensions and Dispositions Evaluations</p> <p>4. Professional Showcase Portfolio with passing scores (see Student Teaching Syllabus).</p> <p>5. Successful Interview/Presentation with Education Faculty.</p> <p>6. Demonstration of Impact on K-12 Student Learning.</p> <p>7. Pass both Praxis II in area of certification and Praxis II: Principles of Learning and Teaching For appropriate grade level.</p> <p>8. Maintained a 2.75 GPA.</p> <p>Upon completion of all these requirements, the teacher candidate will be considered a program completer and be recommended for certification and graduation (Program Completers will receive follow-up surveys after their initial year of teaching. It is the expectation of this Program that these surveys will be returned.)</p>	
J. Annual Reports (AACTE/NCATE and Title II)	<p>The unit submits and AACTE/NCATE/CAEP report to the State Department of Education as designated yearly. (State Requirement: Annual Reports)</p> <p>The unit submits a Title II report to the State Department of Education by date specified annually (State Requirement: Annual Reports)</p>	Reports submitted yearly by the Teacher Education Department.
K. Commitment to Diversity Assurance	<p>The unit recruits teacher candidates from culturally diverse backgrounds. (State Standard 4: Commitment to Diversity)</p> <p>Candidates possess a strong knowledge of cultural diversity issues that include global and multicultural perspectives. (State Standard 4: Commitment to Diversity)</p>	At time of program approval

	Candidates can teach all students, regardless of exceptionalities or backgrounds. (State Standard 4: Commitment to Diversity)	
L. Professional Development Courses	N/A	N/A
M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS	N/A	N/A
N. Experimental or Innovative Programs (if applicable)	N/A	N/A
O. ISTE Alignment	Technology standards are integrated throughout the curriculum. Students complete a technology profile based upon ISTE standards during their career major. The profile is initiated during Gate 1, is maintained and updated throughout the major, and is submitted at the completion of Gate 4.	At the completion of Gate 4

IV. SPA or Other National Specialized and/or Professional Association Standards- National Association for Schools of Music (NASM)

A. Context-

“The National Association of Schools of Music was founded in 1924 for the purpose of securing a better understanding among institutions of higher education engaged in work in music; of establishing a more uniform method of granting credit; and of developing and maintaining basic, threshold standards for the granting of degrees and other credentials. The Association's main role is that of a specialized, professional accrediting agency. Their primary aims and objectives include the following:

- To provide a national forum for the discussion and consideration of concerns relevant to the preservation and advancement of standards in the field of music, particularly in higher education.
- To develop a national unity and strength for the purpose of maintaining the position of music study in the family of fine arts and humanities in our universities, colleges, and schools of music.
- To maintain professional leadership in music training and to develop a national context for the professional growth of individual musicians as artists, scholars, teachers, and participants in music and music-related enterprises.
- To establish minimum standards of achievement without restricting an administration or school in its freedom to develop new ideas, to experiment, or to expand its program.
- To recognize that inspired teaching may rightly reject a “status quo” philosophy.
- To establish that the prime objective of all educational programs in music is to provide the opportunity for every music student to develop individual potentialities to the utmost.” (NASM, 2015)

B. List of assessments

In this section, list the 6-9 assessments that are being submitted as evidence for meeting the NASM standards elements.

Type and Number of Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Administered
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II Exam- Principals of Learning (any of the four tests) : <ul style="list-style-type: none"> • Early Childhood (#5621) • Grades K-6 (#5622) • Grades 5-9 (#5623) • Grades 7-12 (#5624) 	State Licensure Test	Fall Senior Year- Prior to student teaching; Requirement for Gate 3: Acceptance to Student Teach
Assessment #2: Licensure assessment, or other content-based assessment (required)	Praxis II Exam- Music: Content and Instruction (#5114)	State Licensure Test	Fall Senior Year- Prior to student teaching; Requirement for Gate 3: Acceptance to Student Teach
Assessment #3: Content knowledge in music (required)	Music Proficiency and Skill Competence	Seven semesters of music jury evaluations and one piano proficiency exam	Musical performance juries are held at the end of each semester; the piano proficiency exam is required prior to the sophomore review, and is encourage prior to the end of the freshman year.
Assessment #4: Candidate ability to plan instruction (required)	Planning and Implementing a Unit	Submit a Unit of Instruction	Spring of Junior Year- Skills requirement for Gate 3: Acceptance to Student Teach
Assessment #5: Internship or clinical experiences (required)	Student Teaching Evaluation	Formal Observation Instrument (ADEPT)	Spring of Senior Year (or during Student Teaching). Must pass with 3.5 or higher to pass Gate 4: Program Completion
Assessment #6: Candidate effect on student learning (required)	Work Samples	Submit work samples in portfolio format to be assessed with an established rubric	During Student Teaching- Must pass to complete Gate 4: Program Completion
Assessment #7: Additional assessment that addresses NASM standards (required)	Video Analysis	Video with self-analysis	Elementary Field Experience-Spring Junior Year- MU 304; Secondary Field Experience- Fall Senior Year- MU 421

Assessment #8: Additional assessment that addresses NASM standards (optional)	Degree Recital	Assessed by private instructor; Faculty pre- recital hearing using a pertinent evaluation form	Spring Junior Year or Fall- Senior Year- must pass to complete music major requirements
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C. Relationship of assessments to standards (Columns 1 and 2, Standard and Assessment Title)

D. Planned evidence for meeting standards (Column 3, Assessment Type or Form)

(NASM) STANDARDS ASSESSMENT CHART—Erskine College (B.S. in MUSIC EDUCATION)

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
VIII. B. 1. Performance – Students must acquire:			
a. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.	1.) Music recitals 2.) Music jury (on principal instrument) 3.) Degree Recital, preceded by hearing	1.) Solo public performance of at least one selection (assessed by private instructor) 2.) Performance before a music faculty committee using a music jury evaluation form 3.) Hearing takes place before a music faculty committee using a pertinent evaluation form	1.) Required once per semester during either the Music Majors or Honors Recital 2.) At the end of each semester 3.) Occurs during the second semester of the junior year or the first semester of senior year
b. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.	1.) Music jury 2.) Degree Recital, preceded by hearing	1.) Performance before a music faculty committee using a music jury evaluation form 2.) Hearing takes place before a music faculty committee using a pertinent evaluation form	1.) At the end of each semester 2.) Occurs during the second semester of the junior year or the first semester of senior year
c. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.	1.) Ensemble rehearsals and applied lessons 2.) Aural Skills 3.) Piano Proficiency Exam	1.) Subjective evaluation (determines the amount of sight-reading required by ensemble or per pupil) 2.) Sight-reading tests 3.) Sight-reading portion of exam (pass or fail rating on assessment form)	1.) Throughout semester 2.) Throughout MU 105, 106, 205, 206 3.) The piano proficiency exam is required prior to the sophomore review, and is encourage prior to the end of the freshman year.
d. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.	1.) Basic and Advanced Conducting 2.) ADEPT evaluations 3.) Cooperating teacher evaluations	1.) Exams, videotape of rehearsals—narrative analysis by professor; performance before peers—oral and narrative analysis by students 2.) Teaching performance assessed with an SCDOE rubric 3.) Teaching performance assessed using pertinent evaluation form	1.) Throughout both semesters in MU 403 and 404 2.) During Field and Clinical Experiences 3.) At the conclusion of Field and Clinical Experiences 4.) Suggested during pre-clinical experience;

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
	4.) Praxis II Exam #5114	4. State licensure exam	students are required to submit a passing score before they may teach in SC.
e. Keyboard competency.	1.) Piano Proficiency Exam	1.) Performance test	1.) The piano proficiency exam is required prior to the sophomore review, and is encourage prior to the end of the freshman year.
f. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.	1.) Ensemble participation: Choraleers, Chamber Singers, Sinfonia, Bella Voce, Jazz Band 2.) Praxis II Exam # 0114	1.) Concert(s); off-campus performances; reflections on performance 2.) State licensure exam	1.) During the middle to latter portion of each semester; Choraleers and Chamber Singers—all of the semester 2.) Suggested during pre-clinical experience; students are required to submit a passing score before they may teach in SC
2. Musicianship Skills and Analysis – Students must acquire:			
a. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.	1.) Theory; Form and Analysis exams 2.) Aural Skills exams 3.) Praxis II Exam #5114	1.) Exams 2.) Exams 3.) State licensure exam	1.) Throughout MU 101, 102, 207, 208, 209 2.) Throughout MU 105, 106, 205, 206 3.) Suggested during pre-clinical experience; students are required to submit a passing score before they may teach in SC
b. Sufficient understanding of capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of	1.) Degree Recital, preceded by hearing 2.) Orchestration project; Form and Analysis project 3.) Music History papers 4.) ADEPT evaluations	1.) Hearing takes place before a music faculty committee using a pertinent evaluation form 2.) Project (incorporating <i>Finale</i>) including small ensemble performance; composition 3.) Final papers 4.) Teaching performance assessed with an SCDOE rubric	1.) Occurs during the second semester of the junior year or the first semester of senior year 2.) During conclusion of MU 207 and MU 404 3.) During conclusion of MU204, MU207 and MU209 4.) During Field and Clinical Experiences 5.) Suggested during pre-clinical experience; students are required to submit a passing score

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
their specializations.	5.) Praxis II Exam # 0114	5.) State licensure exam	before they may teach in SC
c. The ability to place music in historical, cultural, and stylistic contexts.	1.) Music History exams 2.) Praxis II Exam #0114	1.) Written and listening exams 2.) State licensure exam	1.) Throughout MU MU204, MU207 and MU209 2.) Suggested during the first semester of the senior year; students are required to submit a passing score before they may teach in SC
3. Composition and Improvisation – Students must acquire:			
Rudimentary capacity to create derivative or original music both extemporaneously and in written form, for example, the imitation of various musical styles, improvisation on preexisting materials, the creation of original compositions, experimentation with various sound sources, and manipulating the common elements in non-traditional ways.	1.) Music Theory; Form and Analysis projects 2.) Orchestration project 3.) Piano Proficiency Exam	1.) Projects 2.) Project (incorporating <i>Finale</i>) 3.) Performance test (harmonization of a sight-read melody)	1.) During conclusion of MU102, MU208 and MU209 2.) During conclusion of MU 207 3.) The piano proficiency exam is required prior to the sophomore review, and is encourage prior to the end of the freshman year.
4.. History and Repertory – Students must acquire:			
Basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.	1.) Performance Seminar attendance- MU 090 2.) Fine Arts Series; student recitals 3.) Music History exams 4.) Praxis II Exam #5114	1.) Weekly attendance required; oral evaluation of peer performances 2.) Attendance required 3.) Written and listening exams 4.) State licensure exam	1.) Weekly participation required 2.) Attendance component in applied major grade 3.) Periodically during MU 204, 207, and 209 4.) Suggested during pre-clinical experience; students are required to submit a passing score before they may teach in SC
5. Synthesis – While synthesis is a lifetime process, by the end of			

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
undergraduate study students are able to:			
Work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition and improvisation; history and repertory; and technology.	1.) Music juries 2.) Degree Recital, preceded by hearing 3.) Piano Proficiency Exam 4.) Music Theory; Form and Analysis projects 5.) Music History papers 6.) Music History oral presentation on non-Western music 7.) Orchestration project	1.) Performance before a music faculty committee using a pertinent evaluation form 2.) Hearing takes place before a music faculty committee using the music jury/degree recital evaluation form 3.) Performance test 4.) Projects 5.) Papers 6.) Oral presentation 7.) Project (incorporating <i>Finale</i>)	1.) Conclusion of each semester 2.) Occurs during the second semester of the junior year or the first semester of senior year 3.) The piano proficiency exam is required prior to the sophomore review, and is encourage prior to the end of the freshman year. 4.) During conclusion of MU102, MU208 and MU209 5.) At the conclusion of MU204, MU207 and MU209 6.) At the conclusion of MU209 7.) During conclusion of MU 404
IX. O. 3. a. Desirable Attributes - The prospective music teacher should have:			
1. Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.	1.) ADEPT evaluations 2.) Unit/Lesson Plan evaluations 3.) Teaching video	1.) Teaching performance assessed with a SCDOE rubric 2.) Unit Plan and Lesson Plan digitally submitted and assessed with a rubric 3.) Teaching video digitally submitted and assessed with a rubric	1.) During Field and Clinical Experiences 2.) Lesson Plans—Field and Clinical Experiences; Unit Plan—Clinical Experience 3.) At conclusion of Clinical Experience
2. The ability to lead students to an understanding of music as an	1.) ADEPT evaluations	1.) Teaching performance assessed with a SCDOE rubric	1.) During Field and Clinical Experiences

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
art form, as a means of communication, and as a part of their intellectual and cultural heritage.	2.) Unit/Lesson Plan evaluations 3.) Teaching video	2.) Unit Plan and Lesson Plan digitally submitted and assessed with rubric 3.) Teaching video digitally submitted and assessed with rubric	2.) Lesson Plans—Field and Clinical Experiences; Unit Plan—Clinical Experience 3.) At conclusion of Clinical Experience
3. The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.	1.) ADEPT evaluations 2.) Unit/Lesson Plan evaluations 3.) Teaching video	1.) Teaching performance assessed with a SCDOE rubric 2.) Unit Plan and Lesson Plan digitally submitted and assessed with rubric 3.) Teaching video digitally submitted and assessed with rubric	1.) During Field and Clinical Experiences 2.) Lesson Plans—Field and Clinical Experiences; Unit Plan—Clinical Experience 3.) At conclusion of Clinical Experience and Student Teaching
4. The ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.	1.) Philosophy of music education 2.) Praxis II Exam #0114	1.) Essay 2.) State licensure exam	1.) During MU 303 or MU 420 2.) Suggested during pre-clinical experience; students are required to submit a passing score before they can teach in SC
5. The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.	ADEPT evaluations	Teaching performance assessed with a SCDOE rubric	During Field and Clinical Experiences
6. The ability to evaluate ideas, methods, and policies in the arts,	Praxis II Exam (#5114)	State licensure exam	Usually taken during pre-clinical experience; students are required to submit a passing score

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
the humanities, and in arts education for their impact on the musical and cultural development of students.			before they can teach in SC
7. The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.	ADEPT evaluations	Teaching performance, including participation in professional development activities, assessed with an SCDOE rubric	During Field/Clinical Experiences and Student Teaching
IX. O. 3. b. Music Competencies - The following competencies and procedures provide means for developing these attributes:			
1. <i>Conducting and Musical Leadership.</i> The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to	1.) Basic and Advanced Conducting 2.) ADEPT evaluations	1.) Exams, videotape of rehearsals; narrative analysis by professor and students 2.) Teaching performance assessed with a SCDOE rubric	1.) Throughout both semesters in MU 403 and 404 2.) During Field and Clinical Experiences

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
apply rehearsal techniques and procedures are essential.			
2. <i>Arranging</i> . The prospective music teacher should be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups and in classroom situations.	Orchestration project	Project (incorporating <i>Finale</i>); includes in-class performance	During conclusion of MU 404
3. <i>Functional Performance</i> . In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.	1.) Keyboard Proficiency Exam 2.) Brass, Woodwinds, Percussion and Strings Methods performances 3.) Participation in choir required	1.) Performance test 2.) Performance tests 3.) Concert performance followed by oral reflective analysis	1.) The piano proficiency exam is required prior to the sophomore review, and is encourage prior to the end of the freshman year. 2.) Performance tests in methods courses given throughout semester 3.) Minimum of two performances per semester
4. <i>Analysis/History/Literature</i> . The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in	1.) ADEPT evaluations 2.) Praxis II Exam #0114	1.) Teaching performance assessed with an SCDOE rubric 2.) State licensure exam	1.) During Field and Clinical Experiences 2.) Usually taken during pre-clinical experience; students are required to submit a passing score before they can teach in SC

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
general and as related to their area(s) of specialization.			
IX. O. 2. c. 1. Essential competencies and experiences for the general music teaching specialization: (a) Musicianship, vocal, and pedagogical skills sufficient to teach general music; (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for general music; (c) The ability to lead performance-based instruction; (d) Laboratory and field experiences in teaching general music.	a.) - Senior (degree) recital, preceded by hearing; -Participation in choir required; -Elementary and Secondary Methods Requirements b.) -Elementary Music Methods (MU 303) and Secondary Music Methods (MU 420) c.) -Basic and Advanced Conducting d.) -ADEPT evaluations	a.) –Hearing takes place before a music faculty committee using the music jury/degree recital form; -Concert performance followed by reflective analysis; -Exams; teaching evaluation in MU 303 an/or MU 420 b.) –MU 303 exams, method series survey; MU 420 exams (except on technology), philosophy of music education c) -Exams, videotape of rehearsals; narrative analysis by professor and students d.) -Teaching performance assessed with an SCDOE rubric	a.) - Occurs during the first semester of the senior year; -Minimum of two performances per semester; -Exams throughout semester; Teaching evaluation near end of semester b.) -Exams throughout semester; survey—middle of semester; philosophy of music education at end of semester c.) -Throughout MU 403 and 404 d. -During Field and Clinical Experiences
IX. O. 2. c. 2. Essential competencies and experiences for the vocal/choral music teaching specialization:			

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
<p>(a) sufficient vocal and pedagogical skill to teach effective use of the voice;</p> <p>(b) knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music;</p> <p>(c) experiences in solo vocal performance as well as in ensembles that are varied both in size and nature;</p> <p>(d) performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments;</p> <p>(e) laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes.</p>	<p>a.) - Choral Pedagogy assignments; -Vocal juries; -Recitals: student, honors, and senior (degree)</p> <p>b.) -Elementary Music Methods (MU 303) and Secondary Choral Music Methods and Materials (MU 420)</p> <p>c.) -Participation in choir required each semester; small ensemble (e.g., Cabaret, Fleetones) performances on occasion; Choraleers performances -Recitals: student, honors, Senior (degree)</p> <p>d.) -Keyboard Proficiency Exam</p> <p>e.) -Performance Seminar and Student Recitals; participation in choir required</p>	<p>a.) - Class notes, reading journal, book report; -Performance a music faculty committee using a pertinent evaluation form; -Performance evaluation at Student or Honors Recitals by applied instructor; Senior (degree) Recital Hearing takes place before a music faculty committee using the music jury/degree recital form.</p> <p>b.) –MU 303exams, method series survey; MU 420 exams (except on technology), philosophy of music education</p> <p>c.) -Concert performance followed by oral reflective analysis -Performance evaluation for Student or Honors recitals by applied instructor; Senior (Degree) Recital Hearing takes place before music faculty using the music jury/degree recital form.</p> <p>d.) -Performance test</p> <p>e.) -Provision given for instructor and student oral feedback; concert performance followed by oral reflective analysis</p>	<p>a.) - Throughout MU408; -Conclusion of each semester; -One Student or Honors Recital per semester; Senior (degree) Recital occurs during the first semester of the senior year</p> <p>b.) -Exams throughout semester; survey—middle of semester; philosophy of music education at end of semester</p> <p>c.) -Minimum of two performances per semester -One Student or Honors Recital per semester; Senior (degree) Recital occurs during the second semester of the senior year</p> <p>d.) -At the end of four semesters of piano</p> <p>e.) -Instructor and student oral feedback to performers done throughout semester; minimum of two performances per semester</p>

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
<p>IX. O. 2. c. 3. Essential competencies and experiences for the instrumental music teaching specialization:</p> <p>(a) knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups;</p> <p>(b) knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music;</p> <p>(c) experiences in solo instrumental performance, as well as in instrumental ensembles that are varied in size and nature;</p> <p>(d) laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.</p>	<p>a.) -Brass, Woodwinds, Percussion and Strings Methods tests</p> <p>b.) -Instrumental Methods (Brass and Woodwinds); Instrumental Methods (Strings and percussion); Instrumental Music Pedagogy and Literature</p> <p>c.) -Participation in Symphonia required each semester; periodic opportunities for small ensemble performance (e.g., Cabaret, Jazz Ensemble) -Recitals: student, honors, Senior (degree)</p> <p>d.) -Performance Seminar performances</p>	<p>a.) -Performance and objective tests</p> <p>b.) -Tests in Brass, Woodwinds, Percussion and Strings Methods (MU 306 and MU 307); MU 207 and MU 404 projects incorporate <i>Finale</i>; MU 303 and/or MU 420 exams (exception technology), philosophy of music Education (MU 303 and/or MU 420)</p> <p>c.) -Participation and performances</p> <p>-Performance evaluation for Student or Honors recitals by applied instructor; Senior (Degree) Recital Hearing takes place before music faculty using the music jury/degree recital form.</p> <p>d.) -Provision given for instructor and student oral feedback</p>	<p>a.) -Performance and objective tests in methods courses given throughout semester (MU 306 and MU 307)</p> <p>b.) -Tests throughout semester; Orchestration project and philosophy of music education at end of semester</p> <p>c.) -Weekly participation and performance grade</p> <p>-One Student or Honors Recital per semester; Senior (Degree) Recital occurs during the first semester of the senior year</p> <p>d.) -Instructor and student oral feedback to performers done throughout semester</p>

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
IX.O.3.d. Teaching Competencies – Essential competencies are:			
1.Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.	1.) ADEPT evaluations	1.) Teaching performance assessed with an SCDOE rubric	1.) During Field and Clinical Experiences
2. An understanding of child growth and development and an understanding of principles of learning as they relate to music.	1.) Elementary Music Methods test 2.) Secondary Music Methods exam	1.) Test 2.) Exam	1.) First test given in MU 303 2.) Mid-term exam in MU 303 and/or MU 420
3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.	1.) ADEPT evaluations	1.) Teaching performance assessed with an SCDOE rubric	1.) During Field and Clinical Experiences
4. Knowledge of current methods, materials, and repertoires available in various fields and levels of music	1.) Elementary Music Methods surveys 2.) Secondary Music Methods journal	1.) Elementary textbook review form 2.) Journal	1.) During MU303 2.) At conclusion of MU 420

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
education appropriate to the teaching specialization.			
5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.	1.) ADEPT evaluations 2.) Praxis II Exam (#5114)	1.) Teaching performance assessed with an SCDOE rubric 2.) State licensure exam	1.) During Field and Clinical Experiences 2.) Usually taken during the first semester of the senior year; students are required to submit a passing score before they can teach in SC
6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.	1.) ADEPT evaluations 2.) Praxis II Exam (#5114)	1.) Teaching performance assessed with an SCDOE rubric 2.) State licensure exam	1.) During Field and Clinical Experiences 2.) Usually taken during the first semester of the senior year; students are required to submit a passing score before they can teach in SC
IX.O.3.e. Professional Procedures. In order to implement programs to achieve the competencies identified in the foregoing sections, the following standards and guidelines apply:			
1. Program purposes and requirements must be clear to prospective students, the profession, potential employers of graduates, and the public.	<i>Erskine College Catalog; Erskine College Music Department Handbook for Students; Erskine College Music Department and Education Department web pages</i>	EC Catalog pp. 115-135; EC Handbook, pp. 1-11; www.erskine.edu for web pages	EC Catalog pp. 115-135; Handbook, pp. 1-11, EC www.erskine.edu for web pages
2. Music education methods courses should be taught or supervised by the institution's music education faculty who have had successful experience	Faculty credentials	Faculty information is included on the Erskine College Music Department web page	www.erskine.edu for web page

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
teaching music in elementary and/or secondary schools, and who maintain close contact with such schools.			
3. Institutions should encourage observation and teaching experiences prior to formal admission to the teacher education program; ideally, such opportunities should be provided in actual school situations. These activities, as well as continuing laboratory experiences, must be supervised by qualified music personnel from the institution and the cooperating schools. The choice of sites must enable students to develop competencies consistent with standards outlined above, and must be approved by qualified music personnel from the institution	Cooperating teacher and Education Division professor evaluation	-Teaching performance assessed with School of Education ADEPT-oriented rubric -Positive recommendation from cooperating teacher	-During Field Experiences in ED 202 -At the conclusion of ED 202
4. Institutions should establish specific evaluative procedures to assess students' progress and achievement. The program of evaluation should include an initial assessment of student potential for admission to the program, periodic assessment to	1.) Gate assessments 2.) Sophomore Review 3.) Senior Exit Interview	1.) Criteria to be met before admission into each of three Gates 2.) Conference with a music faculty committee 3.) Conference with a music faculty committee	1.) In general: Gate I, Sophomore year; Gate II, Junior year; Gate III, Senior year 2.) Conclusion of sophomore year 3.) Upon conclusion of program

Standard	Assessment Title Include all key or decision point assessments required of candidates in the program. Assessments should be repeated in this column when they provide evidence for more than one standard.	Assessment Type or Form (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, etc.)	When Administered Indicate the point in the program when the assessment is administered
determine progress throughout the program, and further assessment after graduation.			
5. Institutions should provide opportunities for advanced undergraduate study in such areas as conducting, composition, and analysis.	1.) Independent Study (MU 410); Special Topics in Music (MU 444) 2.) Advanced Conducting 3.) Form and Analysis	1.) Exams; performances; compositions; student conducting during performances 2.) Exams, videotape of rehearsals; narrative analysis by professor and students 3.) Exams; composition	1.) Throughout semester 2.) Throughout semester 3.) Throughout semester

E. Planned use of assessment results to improve candidate and program performance

To remain consistent with Erskine College Education Department practices for their other current NCATE-certified education degrees, the following procedures are in effect, and will be applied to the new Music Education Degree as well: Applicant qualification data and some candidate performance data is routinely collected, compiled, and presented to the Teacher Education Committee as part of the Gating process. The Committee reviews the data and votes on the recommendation of candidates as they progress through Gates 1, 3, and 4. This data is then summarized and combined with other candidate and program/unit data, and are presented to the public in the form of regular public forums to gather recommendations for improvement from campus (faculty and students) and the community (principals and teachers). Candidate data is examined on an individual basis by the candidate in conjunction with education faculty advisors in order to develop remediation plans and growth plans. The Teacher Education Program takes full advantage of its small size in being flexible and responsive to making changes to the assessment system. The areas of content knowledge, professional and pedagogical knowledge and skills, and student learning are considered. Each semester, the introduction of new assessments and the fine tuning of older assessments help to maintain fairness, accuracy, and consistency of those procedures. Also, attempts are made to collect the most pertinent data to ensure that program, unit, and candidate performance are all meeting state and national professional standards. During the review process, the Teacher Education Committee identifies an area for change, recognizes the current evaluation instrument and/or process related to that area, creates recommendations for improvement, and decides upon a means for implementation of the planned improvement.



Erskine College

Teacher Education Department

RECOMMENDATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM

_____ has given your name as a source for a recommendation to the Teacher Education Program. All students sign waiving the right to see the recommendations; therefore, strict confidentiality will be maintained concerning this recommendation form.

Effective teachers possess a set of dispositions and professional characteristics that guide their actions inside and outside the classroom. This form evaluates the dispositions and characteristics of a student as compared to his/her peers at Erskine College.

Ratings of 2 or 3 are acceptable at this stage of growth. Please do not inflate the ratings as it is critical for our assessment process to have accurate ratings!

- N/A = Not observed
- 1 = Disposition/characteristic **needs improvement**
- 2 = Disposition/characteristic **developing**
- 3 = **Proficient** – average performance within peer group
- 4 = Exhibits **mastery** in this area and is performing above the average
- 5 = **Distinguished** – in the top 10% of the peer group

Dispositions/Characteristics	Rating
Values and Respects Individual Differences <ul style="list-style-type: none"> • Uses professional language to discuss and describe individual differences • Listens and responds politely to everyone's comments and points of views in classroom 	N/A 1 2 3 4 5 N/A 1 2 3 4 5
Commits to Inquiry, reflection, and self-assessment <ul style="list-style-type: none"> • Asks questions derived from personal reflection and 	

scholarly readings <ul style="list-style-type: none"> Seeks feedback from professor and uses that feedback to make changes Accepts divergent viewpoints as opportunities for personal and professional development 	N/A 1 2 3 4 5 N/A 1 2 3 4 5 N/A 1 2 3 4 5
Exhibits intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas <ul style="list-style-type: none"> Reads and completes assignments adequately Seeks new experiences that broaden knowledge Goes beyond the assignments to seek information and understanding 	N/A 1 2 3 4 5 N/A 1 2 3 4 5 N/A 1 2 3 4 5
Values Collaborative, Cooperative Work and Positive Human Interactions <ul style="list-style-type: none"> Participates actively with classmates in a respectful and productive manner Assumes fair responsibility within a group Demonstrates an ability to give and take during discussions and work with others 	N/A 1 2 3 4 5 N/A 1 2 3 4 5 N/A 1 2 3 4 5
Exhibits an appreciation of diversity within a community of learners <ul style="list-style-type: none"> Communicates in ways that demonstrate respect for the feelings, ideas and contributions of others Exhibits a sense of responsibility and pride for self as an individual representing a unique cultural perspective Avoids stereotyping and generalizing 	N/A 1 2 3 4 5 N/A 1 2 3 4 5 N/A 1 2 3 4 5
Believes that all students can learn <ul style="list-style-type: none"> Exhibits a willingness to help tutor peers to enhance their educational opportunity in the classroom Exhibits respect and patience when some students struggle to understand a concept and require more explanation from the professor Understands that people learn in many different ways and at 	N/A 1 2 3 4 5 N/A 1 2 3 4 5

different paces	N/A 1 2 3 4 5
Demonstrates transformational leadership qualities <ul style="list-style-type: none"> Volunteers to lead activities Answers and asks questions exhibiting a level of critical thinking and inquiry Consistently exhibits a level of work and productivity that goes beyond the expectations of the class Exhibits an enthusiasm for accomplishing tasks and obtaining and applying knowledge 	N/A 1 2 3 4 5 N/A 1 2 3 4 5 N/A 1 2 3 4 5 N/A 1 2 3 4 5
Demonstrates responsible and ethical practice <ul style="list-style-type: none"> Demonstrates punctuality Respects the absenteeism policy of the class and handles absences in a responsible manner Completes assignments on time Adheres to practices of academic honesty and integrity Dresses appropriately for situation 	N/A 1 2 3 4 5 N/A 1 2 3 4 5 N/A 1 2 3 4 5 N/A 1 2 3 4 5 N/A 1 2 3 4 5

Please make any further comments concerning your recommendations about the potential of this student in becoming a professional educator

Capacity in which you have known the student:

Course Prefix/Title _____ Other _____



Name/Signature

Date